**MUSIC LESSON PLAN GRADE 1 #\_\_1\_**

SUB: Unit will take 2-3 weeks. Consult margin of the TE (Teacher Edition).

OBJECTIVES: SWBAT sing the song, move to the beat, identify steady beat/no steady beat, and play temple blocks with mallets to steady beat.

MATERIALS: Big Book gr.1, TE Gr.1l, CD player, CD #1, Temple Blocks, mallets, NC Symphony CD, “Judy” clock, small plastic clocks, clock manipulative, Composer picture-Haydn

VOCABULARY: Steady Beat (heartbeat or pulse of music, what one can clap) Composer Haydn

REVIEW: “Tour” the room and point out office, TV, computer, tissue box, instruments, exit doors, etc. Remind them of timer and the door we exit for dismissal and fire drill. Ask students to sit on music rug, on the lines and face the Big Book. Make sure the blinds are closed so there will be no distraction from outside.

#1 ACTIVITY: Gilly, Gilly, Gilly, Good Morning TE p. 12 CD #1:1 Play CD and allow students to listen and join as they memorize lyrics/melody. Talk about ways we greet each other. How do you feel when someone welcomes you? How did your teacher greet you the first time you met? Allow students to walk around room and greet each other with words and gestures, while music plays.

#2 ACTIVITY: Big book p.12 Invite students to look at pictures. Ask for examples of beat /no beat. (jump rope-beat, barking dog-no beat) How can one make the no beat into a beat? By repeating the same sound over and over. Have students demonstrate. Have students close their eyes and listen for sounds they hear. (The AC, students in the hall, etc.) Make a varied selection of noises (clapping, coughing, rocking chair squeeks, etc.) and have students identify.

#3 ACTIVITY: NC Symphony CD Track #3 Haydn’s Clock Symphony Play music and ask students what it sounds like---a clock. Have them move like a clock, to the beat. Show arm movements on the hour and half-hour. Show “Judy” clock. Look at gears as they move. Allow students to play Temple Blocks to the steady beat. Discuss types of clocks and ask students to count how many clocks at their house. Work on counting by fives. Use smaller student clocks to set time. Show clock timer manipulative.

SPECIAL EMPHASIS: Seat students boy/girl and write their names in seating chart. Give out blank paper strips and make pictures of each ½ of the class. Explain that these pictures will go in the lesson plan book. Show book and explain about seating charts, pictures, lesson plans, and roll. I will use these each week to record their progress and a substitute will use them to identify the students.

ASSESSMENT: